



Sherwood Park School

Sherwood Park Campus &
Sherwood Hill Campus

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

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SHERWOOD PARK SCHOOL

Special Educational Needs (SEN) Policy

CONTENTS:

Overview	3
The Aims and Purpose of this Policy	4
Philosophy - School Vision and Ethos	4
Principles	4
Practices	6
Responsibilities	6
Governing Board	6
Headteacher	7
Special Educational Needs Coordinators (SENCO)	7
Teachers & Therapists	8
All Staff	8
Parents	8
Legal Duties and Guidance	9
Monitoring Arrangements	9
Links with Other Policies & Documents	9

Overview

Sherwood Park School is a Foundation Special School for students aged 3-19 years with severe/profound and complex learning difficulties and/or disabilities, including students with Autism and associated intellectual disabilities. The School operates out of two sites within the London Borough of Sutton:

- The Sherwood Park Campus supports learners of all ages where their primary special educational needs are related to their severe/profound and complex learning difficulties and/or disabilities, some of whom may also have a diagnosis of Autism.
- The Sherwood Hill Campus supports learners of all ages where their primary special educational needs are related to their Autism and associated intellectual disabilities.

There is flexibility for students to move between campuses if the staff team believes this is appropriate in meeting their SEN. The School recognises that whilst the environment, resources, staff training and delivery of learning at each campus are specifically designed to meet the needs of their respective cohorts, our vision, values and ethos, developed and delivered by our collective leadership team and governing body, creates additional strengths and wider opportunities for delivering and meeting the needs of all of our pupils with SEN.

Each learner at Sherwood Park School is an individual with a unique personality and preferences, who also has a diagnosis of severe, profound and multiple learning disabilities (SLD/PMLD) and/or Autism. Sherwood Park School prides itself on its individualised, pupil-centred approach to learning. As a school for pupils with a variety of types and degrees of special educational needs, this policy encompasses the entire ethos, which underpins the philosophy of Sherwood Park School. All pupils in the school have an Education Health Care Plan (EHCP) or are in the process of receiving one.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Therefore all the work undertaken across the two campuses that make up Sherwood Park School is special educational provision, with a specialist focus on CYP with severe and profound learning difficulties as well as those with Autism and associated intellectual difficulties.

The Aims and Purpose of this Policy

Our SEN policy, SEN information report and accessibility plan aims to:

- Outline how our school will support and make provision for our pupils who all have SEN.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.
- Ensure all staff are trained and supported to be able to support the CYP with profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD) and those with autism with intellectual disabilities (A).
- Meet the wide range of complex needs that our pupils have affecting all areas of life - cognition and learning, communication and language, social emotional and mental health, and physical and sensory.

Philosophy - School Vision and Ethos

Our school vision is **Breaking the mould: Redefining teaching and learning to realise the potential of every individual.**

All staff at Sherwood Park School are supported to work within our LEARN ethos which embodies our values and vision to ensure best practice is achieved within our school every day for children and young people (CYP) with SEND:

Listening and responding to the voices of everyone in our community and beyond

Enabling our learners and the whole school community to be the best they can be

Accepting and celebrating individual differences and neurodiversity

Respecting our community in all areas of their lives & learning

Nurturing the individual to develop autonomy and independence

LEARNing happens everywhere at Sherwood Park School.

We are dedicated to using a range of practices and interventions that are specifically designed for the SEND needs of our cohort and that are grounded within our ethos, values and vision in order to best support the learning and growth of our pupils. We aim to create a school culture and learning environment that facilitates the active engagement and participation of our learners, using motivating and meaningful activities that support the development of regulation, communication, social skills, cognitive abilities and life skills in preparation for our pupils to live more autonomous and/or independent lives in adulthood.

Principles

Our approach to meeting the underlying diversity of SEN needs is based on the following principles:

- Our School will become a Self-Reg Haven where our CYP, parents/carers, staff and visitors feel safe and welcome; rooted by our ethos & values; connected, engaged capable; and trusted in that we will respect them and listen to what they have to say.

- Our Curriculum is individualised, broad, balanced, creative and fun. It is specifically designed to meet the SEN of our CYP and is underpinned by our trans-disciplinary assessment of their holistic needs, strengths, preferences and individual learning styles. It prioritises the teaching of well-being, regulation, play and leisure, communication and autonomy and independence, whilst also developing literacy, numeracy and problem solving skills at a level appropriate for our learners. It is stimulating and appropriate and is delivered within an engaging and creative environment that has been designed and adapted to meet their needs.
- Our CYP are individuals; we will keep them safe and treat them with dignity, respect and sensitivity through living by our LEARN ethos and approach. Our CYP attend our school to learn, enjoy and achieve and have the right to a challenging, inclusive, relevant and enjoyable education. They have our support, understanding, empathy and time and will have their achievements rewarded and celebrated.
- Our Parents/Carers will have our time, support and understanding and we will work hard to help them to trust us. We will work for them to feel welcome, included and informed and we will work in partnership with them to support their child's learning and growth in all areas. We are committed to working through co-production with the families of our CYP to further develop our school offer so that our school prioritises what our families want and need for their child's education.
- Our Staff are recognised as our most valuable resource. They are always developing and adapting their practice and dedicated to learning, particularly from our CYP themselves. They are committed, flexible, resourceful and spontaneous when working with and for our CYP to meet their SEN. They support and value each other and recognise the contributions and importance of all within the trans-disciplinary team around the CYP in meeting their SEN.
- Our Senior Leadership Team and Governing Body have a long term vision for the school and work hard to make it happen. They ensure the best education for our CYP and work together as a team, building on the strengths of individual members. They support and challenge the development of the school, promoting its place in the local community and championing improved educational access and outcomes for CYP with complex SEND.

We aim to:

- Provide an environment, curriculum, interventions and resources that are adapted and developed to meet the complex SEN of our cohort.
- Provide coaching and training to our staff and wider agencies to increase their understanding of the complex SEN of our CYP and the specialist interventions and approaches they require to ensure that their SEN are met.
- To work collaboratively as a trans-disciplinary, multi agency team to ensure the complex SEN of our CYP can be met in full.
- Adapt to meet the needs of the CYP, rather than to make the CYP fit our practice.
- Make changes to enable the individual to access the environment, curriculum and all aspects of school life.
- Offer equality of opportunity by providing a service which best meets the needs of individuals, rather than necessarily offering the same to all.

- Include our CYP in all activities wherever appropriate and possible to achieve safely and meaningfully.
- Support the assessment of Early Years' pupils in order to deliver the advantages of early intervention in giving them the best possible start in education as well as providing a direction for future interventions.
- To regularly review the SEN of our CYP, particularly in transition years to ensure that their strengths, needs, outcomes and provision are appropriately identified and provided for.
- Work closely with our pupils to capture their strengths, aspirations and wishes for their learning and future lives.
- Support parents in carrying over all learning into the home and community context and in preparing their child for adulthood and for transition into college or appropriate adult provision.
- Offer access to mainstream experiences whenever appropriate to the CYP's needs and to accommodate fluidity of movement of pupils between types of school so as to ensure that their SEN needs continue to be met as accurately and effectively as possible.
- Support mainstream colleagues in delivering the curriculum to pupils with complex SEN in their schools when requested and when possible within our allocated resources.

Practices

In order to achieve the above, we strive to:

- Continually research and evaluate best practice in the field of special education and the complex needs of our cohort. This includes listening to the voices of Autistic people and those with severe and profound learning difficulties in order that they can share their lived experience and help us shape/design the services we offer.
- Offer ongoing and appropriate professional development for all school staff and for other professionals as required.
- Regularly review and revise all policies, procedures and information documents.
- Regularly review and revise all practices, approaches and interventions.
- Work as part of the wider education community in developing and enhancing equality and practices for CYP with SEN.

Responsibilities

It is a whole school responsibility to meet the needs of children with SEN although staff in different roles have specific responsibilities.

Governing Board

The governing body has a mandatory responsibility towards all pupils in the school. They are responsible for:

- Ensuring provision is made for all pupils to support their SEN and monitoring the quality and effectiveness of provision within the school.

- Ensuring inclusion across the school to support all pupils in activities as far as possible.
- Work with the headteacher and leadership team to determine the strategic development of the SEN policy and provision in the school.
- Having regard to the SEN Code of Practice when carrying out their duties to support all pupils in the school.

There is a designated SEN Governor.

Headteacher

The head teacher has overall responsibility for:

- Working with the governors leadership and team to determine the strategic development of this SEN policy and provision across the school.
- Having overall responsibility for the provision and progress of all learners and overseeing the day to day operation of the SEND policy.
- Ensuring the provision of SEND children through the school development plan.
- Reporting to parents on the implementation of the SEN policy.

Special Educational Needs Coordinators (SENCO)

The SENCO on each campus has responsibility for the day to day organisation of SEN. The SENCO has responsibility for:

- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Contributing to the professional development of staff.
- Ensuring liaison between parents and carers, outside agencies and other professionals
- Advise on the graduated approach to providing SEN support
- Working with the deputy heads/heads of school to monitor and evaluate pupil progress
- Ensuring that individual targets are in place and regularly reviewed.

- Ensuring that relevant information about SEND children is collected, recorded, updated and disseminated through the SEND report.

Teachers & Therapists

Teachers and therapists are responsible for:

- Ensuring that the needs of all children in their class/caseload are met through a differentiated curriculum, use of appropriate interventions and strategies and suitable deployment of support staff.
- Familiarising themselves with CYPs records and information regarding their SENDs.
- Supporting the CYP in preparation and review of their EHCP by helping to capture their voice and aspirations
- Work in a trans-disciplinary way, in collaboration with the CYP and their parents, in order to complete appropriate baseline assessment and transition review assessments.
- To identify and update the CYP strengths, needs, outcomes and provision to inform changes to their EHCP in order that the CYP's aspirations and outcomes in preparation for adulthood can be met.
- Supporting children in achieving individual targets and outcomes
- Leading and working closely with the team around the child to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Keeping the SENCO and line managers informed of any changes to need or circumstances
- Working closely and in collaboration with parents and outside agencies, using their advice and strategies where possible and appropriate
- Informing their line manager, SENCO or the Headteacher of their concerns, or concerns expressed by parents and carers as appropriate.

All Staff

All staff are responsible for:

- Supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher/therapist.
- Being aware of the CYP's outcomes and how to prioritise them within the learning activity.
- Providing feedback to the teacher regarding the CYP's progress in class lessons.
- Keeping records of their work with individuals or groups.

Parents

Parents are responsible for:

- Supporting their child through giving encouragement, positive reinforcement and praise.
- Engaging with teachers and therapists, expressing their aspirations and any concerns regarding their child's progress or learning.

- Working to transfer learning into the home and community environment by working closely with teaching staff and therapists wherever possible.
- Attending meetings and reviews.

Legal Duties and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Monitoring Arrangements

The Special Educational Needs (SEN) Policy must be published and circulated to parents and staff at least once a year. This policy should be seen in the context of a wider approach regarding our school local offer as well as our ethos and values, safeguarding and well-being.

Links with Other Policies & Documents

As a special school, the SEN policy impinges on every aspect of school life, but the following documents may provide a particularly useful cross reference:

- Accessibility Plan
- Admissions Policy
- Curriculum Document
- Ethos, Framework and Pathways for Learning Document
- Health & Safety Policy
- Safeguarding Policy
- SEN Information Report
- Supporting Students with Medical Needs and Administration of Medication Policy
- Well-being (behaviour) Policy
- Well-being - Positive Handling Policy